

Papers on

➤ **New trends in professional formation and updating in occupations associated with adult learning**

**University
of Minho**

«New trends in professional formation and updating in occupations associated with adult learning»

by

**Luís Areal Rothes
UNIVERSITY OF MINHO**

A late development in adult education in Portugal

The development of adult education in Portugal is a late event and the concern to train people engaged in education work with adults has taken even longer to arise. From the end of the 19th century, some initiatives have been taken in popular education (some of them with support from the state); however, they did not manage to change the dark educational panorama within the Portuguese adult population. No systematic measures towards adults' training could be found then, regardless of the mentioned initiatives promoted by primary and basic school teachers, intellectuals with an interest in citizens' educational and cultural promotion or by militants from various ideological origins.

These initiatives were interrupted by the beginning of Salazar's dictatorship in 1926¹. Only in the 1950s did the state intervention for adult education gain some meaning, through the Plan for Popular Education (in Portuguese Plano de Educação Popular). Yet, the state centralised all the activities through the imposition of an education paradigm both in the taught programmes (which were identical to children's primary education) and in the use of teaching agents in a coercive way, devoid of any educational framework.

Meanwhile, social initiative within adult education decreased. Though scattered activities of popular education were promoted by sectors opposed to the dictatorship, they were persecuted by police authorities and by other repressive agencies. Some initiatives, particularly those related to the Catholic Church and to some political administrative structures of the regime, were more accepted, as long as they maintained a conservative ideological trend. However, even the actions related to more progressive sectors of the Church, which would eventually detach

¹ From 1926 to 1974, Portugal experienced an authoritarian regime that was led by António Oliveira Salazar from 1933 to 1968.

themselves from the regime, were strongly opposed by the dictatorship seeking to restrain their affirmation.

Especially from the 1960s, a system of vocational training started to emerge in Portugal. In 1962, the Institute of Accelerated Vocational Training is created (Instituto de Formação Profissional Acelerada). In 1963, the first Centre of Accelerated Vocational Training is established (Centro de Formação Profissional Acelerada). Within this context, in 1965, the National Centre of Monitors' Training (Centro Nacional de Formação de Monitores) is created with the aim to train monitors for the Centres of Training and to develop studies in technical areas of training. Later on, on a parallel with the National Employment Service (Serviço Nacional de Emprego), the Vocational Training Service (Serviço de Formação Profissional) is formed in 1968. It will namely integrate the Institute of Accelerated Vocational Training and the National Centre of Monitors' Training. A system based on the French model of vocational training is established: it uses short trainings preferably, a functional pedagogy and reduces general training to the minimum. The training of monitors follows basically the same guidelines. Even though a system of professional training is indeed under development, showing concern for its monitors' training, but structures involved have, in fact, little meaning in Portugal due to the relatively late development of national economy, the dictatorial political context, the resulting fragility of trade union movements and finally to the slow process of access to school on a large scale.

In terms of education, a certain specificity of the issue of adult education starts being addressed, at least formally, only in the final period of the dictatorial regime, through Marcelo Caetano. After Veiga Simão educational reform², the General Directorate of Permanent Education (Direcção Geral de Educação Permanente) was created; the need to use different programmes and methodological methods from those applied to children was acknowledged. However, these initiatives are late and their results insignificant. Hence, when the dictatorship ends, adult education has almost no past as a specific social field. The initiatives taken by the state had always been precarious, scattered and, in almost every case, deeply influenced by the school model. Within this unfavourable frame, the training actions for adults' educators specifically were practically inexistent.

² Veiga Simão was Minister of Education during the last period of the authoritarian regime.

Alterations and hindrances in the training of adults' educators within the democratisation of the country

Only after April 25th 1974 did the political power reinforce its concern for this issue, along with the process of democratisation of the country. Within the revolutionary conjuncture succeeding the fall of the dictatorship, some perspectives emerged, thus stressing the critical and alternative function of adult education. Some isolated initiatives resulted from a more ephemeral and visible perspective which used militant action for ideological conversion, based on an expanding logic from the centre to the periphery: Campaign for Participation (Campanha de Dinamização), National Literacy Plan (Plano Nacional de Alfabetização), as well as some actions within the Students' Civic Service (Serviço Cívico Estudantil). Another trend, associated to the model of popular education has sought to include adult education in popular movements and to promote quality in education processes, as a means to provide less privileged social sectors with awareness and emancipation. This second trend will lead the orientation of the General Directorate of Permanent Education which finally reasserts its role as the political co-ordinator of adult education. This mandate becomes important as it favours the relation between adult education (in an ample and multifaceted meaning) and development and democratisation processes. There are some glimpses of initiatives in the areas of literacy, redefinition of the adult's education path and of aid to non-formal education. Those actions seek to support the social initiatives in search of development and to encourage the creative participation of adults, and respective groups and communities. The privilege is given to educators who are familiar with practices of popular education and insertion in basic popular movements. Many of them will maintain a lasting bond with adult education, though with various vicissitudes according to their relation with the Ministry of Education.

From 1976 onwards, with the process of political post-revolutionary normalisation, the activity led by the General Directorate of Permanent Education was suddenly interrupted for a period of two years. Its state of near paralysis reflects an interest of political orientations for the sector. The measures of popular involvement which were previously encouraged started to be considered with scepticism. The use of teachers from the regular education system reveals that the emerging mandate is based on the encouragement of second chance education. It also appears as a

means to separate the prevailing elements marked by popular education from the public service. The General Directorate of Permanent Education is in charge of training those teachers through regular (though unsystematic) training actions.

The closest trend to popular education movements still had a significant role in the central structures of the General Directorate of Permanent Education (as they were part of the adult education area being created) though it was sometimes difficult to assert their ideas. That trend will take on a decisive role again in the working up of the National Plan for Literacy and Adult Basic Education (Plano Nacional de Alfabetização e de Educação da Base dos Adultos – PNAEBA), developed by the General Directorate of Permanent Education after the approval of Law nº 3/79 of January 10th. The trend of popular education will also perform a major role almost ten years later, in the composition of Preparatory Document III (as requested by the Reform Committee of the Educational System) concerning the reorganisation of adult education subsystem led by a team co-ordinated by Licínio Lima (L. C. Lima et al., 1988). Moreover, still in 1988, it will participate in the development of the Emergency Plan for Adult Basic Training, within the General Directorate of Educational Action and Extension (Direcção-Geral de Acção e Extensão Educativa). In these political proposals, the importance of training of adults' educators is definitely acknowledged but it remains systematically postponed.

Meanwhile, in 1986, the Comprehensive Law on the Education System (Lei de Bases do Sistema Educativo) had been approved. It was a fundamental document of educational reform, establishing the legal frame for the development of the Portuguese educational system. This law envisages neither an ample and multifaceted dimension of adult education nor the creation of an autonomous subsystem of adult education. This sector is thus not treated as a coherent whole and it is considered by reference to school education. Adult education is based upon three topics following its structure: vocational training and adult recurrent education³ seen as special modes of school education and extra-school education. Regarding the training of adults' educators, there is only a brief reference in Point 3 of Article 33 to specialised courses for other educational functions, such as socio-cultural animation⁴ and adults' basic education.

³ In Portugal adult recurrent education is understood as second chance education.

⁴ In this text we will use *animation* (from the French word “animation”) referring to activities that are aimed to involve people and to make them participate in civic, cultural, social and educational spheres of a

Around the mid-1980s, a decade after 25th April 1974, the adult education network, within a consolidation process, has the following features and hindrances (Silva, 1990):

- a) a marginal status towards the educational system and educational policies, aggravated by the incipient social lobby on its increasing value;
- b) a real concentration towards the state of the educational instances it recognises, despite a discourse which formally values participation and social initiative;
- c) a state intervention marked by strong bureaucratic constraints and a model of bureaucratic innovation, with some gaps between political powers, central technical teams and the different application levels;
- d) in spite of the more encompassing view of adult education present in various public initiatives, there is an entailment to school paradigm, shown in the importance given to compensatory education.

These hindrances have an influence on the training of adults' educators. The educators participating in social initiatives of popular education and/or lifelong education do not have access to more formal training. In the network of the Ministry of Education, the recruitment of its agents was mostly done through the detachment of teachers from the regular education system. Their training was developed by the corresponding ministry department though specialised training only became available in the mid-1980s. It is still inexistent in Portuguese higher education, which reveals the marginal status of graded training and adult education within the educational system and policies.

Indeed, the first training specialised in this area begins in 1989, at Superior School of education – Polytechnic Institute of Oporto (Escola Superior de Educação - Instituto Politécnico do Porto) through the Course of Specialised Studies in Communitarian Animation and Adult Education, directed at teachers and other education workers with graded training. This course will correspond to a university degree.

During the decade after the Comprehensive Law on the Education System had been approved there are no significant alterations in the basic orientations of the

policy of adult education in Portugal. Compensatory education is still the main concern of policies in this sector. Due to the high rates of school failure in regular education, the classes of adult education tend to be formed mostly by young people who left school prematurely. This impairs the support given by the public network of adult education to non-schooling modalities.

A new objective, coined 'vocationalism' by some authors (cf, for instance, S. R. Stoer, A. D. Stoleroff and J. A. Correia, 1990) has emerged in the political discourse on education. Qualifying manpower is given preference since it sets vocational training as its main instrument. This objective is associated to the effort made to provide education to adults. It is reinforced from the mid-1980s, especially with European Economic Community funding for the public network.

Two points which were previously considered essential were then clearly devalued. The perspective of "popular education" is transferred from politics to this sector despite the persisting content of some discourses and also in spite of some practices within the public network. The aim of literacy loses its central place. Its articulation with civic and political training, within integrated education practices, ceases to be privileged. Instead, a school vision of literacy as part of adults' basic school education becomes prevalent.

The sector of adult education is still not on the political agenda due to the incipient social lobbies and namely the absence of a social movement for adult education. Indeed, despite an apparent consensus in public opinion on the need to fight illiteracy and to encourage adult education, no visible social movement formed by the influential associations within that area demands the inclusion of the issue of adult education in the political agenda and the consolidation of that sector in public administration. In this delicate context of associations for adult education, it is not surprising that they do not manage to set up or demand consolidated training systems from their educators. Though the importance of that type of training is acknowledged (Lima and Sancho, 1988), the training practices of adults' educators are insufficient and inconsistent.

From the end of the 1980s, the public network of adult education is deeply marked by the Programme of Educational Development for Portugal - PRODEP (Programa de Desenvolvimento Educativo para Portugal). This programme, which received substantial financial support from the European Union, attempted to change the situation of the education sector which was considered one the hindrances to the

development of Portugal. A subprogram for adult education permitted an expansion in terms the number of activities developed by the public network within this area. However, it did not cause any significant qualitative alteration, hence the tendencies already present in the subsystem remained: promotion of compulsory education; priority of its articulation with professional initiation actions; funnelling of the financial support in the state promotion. Despite the permanence of the political orientations for the sector, it is worth stressing the importance of PRODEP for adult education activities developed by the public network. PRODEP has been an important financial asset. It has allowed the creation of support mechanisms to adults' participation and has obviously increased the possibilities of training educators, thus putting into practice several (usually short-term) initiatives throughout the country.

Furthermore, PRODEP will eventually support educators' training through other mechanisms, such as the backings it establishes for training in higher education and for teachers' continuous and specialised training (in training areas such as adult education and socio-cultural animation⁵ which are gaining recognition in legislative documents).

After Portugal became a member of the European Economic Community in 1986, programmes and initiatives of local development were reinforced throughout the country. They encouraged individual and collective participation in community life and highlighted the educational virtues of taking part in local processes of development. Many associations, some of which created after the adhesion, develop initiatives of adult education/training (Guimarães, Silva and Sancho, 2000). Until the end of the 1990s, these initiatives were kept outside or on the edges of the action of the public network of adult education of the Ministry of Education. That network is devoid of the essential devices of articulation with its promoters and of financial means for its actions. Anyhow, these local animation and development projects will be an important opportunity for many technicians, usually recent graduates to work on tasks of adult education and training, through processes of fast professional socialisation (Melo, Rothes and Silva, 2002).

In terms of professional training, the Institute of Employment and Vocational Training (Instituto de Emprego e Formação Profissional), created in 1979 as a personalised state service, with administrative and financial autonomy, is in charge

⁵Teachers' continuous and specialised training had been basically established in the Comprehensive Law on the Education System, in the Status of Teaching Career (Decree-Law n° 139-A/90 of April 28th) and in the legal framework of continuous training (Decree-Law n° 249/92 of November 9th).

of certifying the trainers' professional aptitude by the approval of the courses of Pedagogical Training of Trainers taught by public organisms (subsidised or private). Substantial funding, namely from the European Economic Community, has been applied to the training of trainers and of other agents in the area of employment and training.

In this specific field of vocational training, the need to incorporate educational logics and elements which go beyond strictly professional training becomes evident, in order to satisfy the needs of participants with very heterogeneous social characteristics and varied ways of integration in active life. This new model reveals the limitations of the previous training models which were more restricted and practical since they undervalued the development of essential skills for professional and social life but instead concentrated on promoting skills which were less easily transferable, thus soon obsolete. As these new challenges were acknowledged, a public institute was created in 1997 within the entity equivalent to the Ministry of Labour and Solidarity (Ministério do Trabalho e Solidariedade Social): Institute for Innovation in Training – INOFOR (Instituto para a Inovação da Formação). This institute develops projects and partnerships aiming at qualifying the training system and granting strategic support to the development of the professional status of the entities and professionals involved in the training.

An attempt to re-launch adult education and training for educators

Between 1995 e 2002, the Socialist Party (centre and left wing) which was ruling the country will propose the “re-launch of adult education”, in a framework of post-reform educational policy which sets its preference on the enlarging introduction of political changes in each sector (Lima, 2001) rather than on the concept of reform. The issue of education in Portuguese adult population had received public attention through the national study on literacy which assessed the reading, writing and calculation skills of adults whose ages ranged from 15 to 64. (Benavente et al., 1996). The crisis in adult recurrent education became more evident and was acknowledged in the evaluation of this educational subsystem performed by the Ministry of Education (Pinto, Matos and Rothes, 1998).

In this background, the National Agency for Adult Education and Training – ANEFA (Agência Nacional de Educação e Formação de Adultos) was created in 1999 for a period of two years⁶. As a public institute, it was superintended both by the Ministry of Education and the Ministry of Labour and Solidarity. ANEFA is set up as a consequence of the creation of a Strategic Document for the Development of Adult Education (Documento Estratégico para o Desenvolvimento da Educação de Adultos) (Melo et al, 1988), at the request of the Secretary of State of Education and Innovation. That document proposed, among other measures, the setting up of a National Agency for Adult Education. The participation of the Secretary of State of Employment and Training in the process brought some new stress to the articulation between education and training, which then led to the creation of the National Agency for Adult Education and Training.⁷

As to adults' school certification, ANEFA is responsible for two fundamental initiatives. The first is the building of a system of recognition, validation and certification of the skills and knowledge acquired in situations of work and life by adults older than 18. This is based on the establishment of a reference list of key-skills, developed in a national network of Skills Recognition, Validation and Certification Centres which may be promoted by public and private entities accredited by ANEFA.⁸ The second initiative is the beginning of adult education and training courses⁹ endowed with educational and professional certification as well as an innovative curricular structure, based on partnership between institutions: ANEFA promotes and supervises the courses but these are given by partner entities, public or private, which are partly financed by funds from the European Union.

Furthermore, ANEFA has developed short training actions called “Knowing +” (“Acções S@ber +”) aimed at adults from all educational and professional backgrounds, as well as a network called “Knowing + Clubs” (“Clubes S@ber +”) which is made of resource centres providing adults in search for new educational opportunities with information, orientation and the chance to share their experiences. It also promotes “Knowing + Contest” (“Concurso S@ber +”) which

⁶ Decree-Law n.º 387/99 of September 28th.

⁷ The claim for a National Institute of Adult Education was not new. It had already been proposed in 1988 by the Commission of Reform of the Educational System (Lima *et al.*, 1988), but was never put into practice. The similarities and differences between the suggested institution and the current real one are analysed by Melo, Lima and Almeida (2002).

⁸ Administrative Rule n.º 1082-A/2001, DR 206, Series I-B, September 5th.

⁹ Joint Order n.º 1083/2000 by the Ministry of Employment and the Ministry of Education, DR 268, Series II, November 20th.

gives prizes to projects on adult education every year so that these initiatives assert themselves socially, as a means of to bind the promoting entities and public administration.

As to the training of adults' educators, the Strategic Document for the Development of Adult Education (Melo et al, 1988) insisted again on the need to ensure training for educators with many different skills. In this document higher education institutions are encouraged to participate, which reinforces the need to diversify training strategies and to provide training as an exercise, through the analysis and reflection upon the developed practices.

Soon after, the Mission Group for Development of Adult Education and Training, which was created in the meantime, draws up the Programme for Development and Expansion of Adult Education and Training Knowing +, 1999-2006 (Programa para o Desenvolvimento e Expansão de Educação e Formação de Adultos Saber +, 1999-2006) (Melo et al., 2001). It brings the Strategic Document for the Development of Adult Education up to date. In this programme (the basis for ANEFA action), priority is given to the training of agents from the system of adult education and training to be developed until 2006. First, ANEFA local organisers are to be trained and prepared to participate in annual and bi-annual training and information actions. Priority is also given to training the assessors (of key-skills), which is extremely important for the operation of Skills Recognition, Validation and Certification Centres, and to training educators and mediators/tutors of adult education and training courses. This implies the creation of educational moments and spaces which are propitious to putting into practice the innovative logic of those courses. Finally, ANEFA will also provide training to the people in charge of "Knowing + Teams", as a component of the sponsorship deal inherent to the constitution protocol of these teams.

As a response to these concerns, the reason for training adults' educators followed by ANEFA/DGFV (Directorate of Vocational Training) has been to articulate it with the supervision and assessment of the work in process, through a strategy involving the local, regional and national levels, as well as the promoting entities with which partnerships were set up.

In 2002, the current right-wing coalition government has declared the extinction of ANEFA and its integration in the recently created Directorate of Vocational Training (Decree-Law n.º 208/2002, October 17th). This alteration announces, among other facts, a new dilution of adult education into ministerial structures also aimed at young people and a reinforcement of vocation tendencies in adult

education. Anyway, the initiatives started by ANEFA are being followed in similar terms.

Graded training in adult education

Until very recently, higher education did not follow the graded training of adults' educators. The panorama has been changing over the last few years and the Portuguese education system is now composed of three year courses, bachelor's degrees (4 or 5 years) and Master's degrees (cf. Annex 1). These graded courses establish adult education as a specialisation field (such as the courses in Social Education, Education Sciences with specialisations or pre-specialisations in adult education and training) or may also choose a dimension from adult education as their training area (e.g. courses of Socio-cultural Entertainment or Socio-professional Education).

Regarding three year courses and bachelor's degrees, there are mainly three designations according to the slightly different aims of the trainings.

A first group is designated as Entertainment (Animação) (sometimes Communitarian Intervention). These courses are usually directed at training people to promote dynamic and communitarian participation of social agents and groups, which implies the knowledge of reality and the resolution of problems in the community. They belong to polytechnic education, whether public or private.

A second set of courses is known as Social Education. These courses train educators so that they can work in informal spaces of education. Half of these four courses are developed in the public sector whereas the other half belongs to the private sector, in which there is only one university providing this type of training. There are also two private polytechnic schools from the same institution, which provide courses in Socio-professional Education.

Finally, the third set bears the more generic name of Education (or Education Sciences). These are all public university courses except one which belongs to a private university. The main areas are related to adult education and there are even pre-specialisations, as in the Universities of Coimbra, Lisbon and Minho.

The curriculum is defined by the academic authorities though in the case of polytechnic education, the autonomy of the institutions is somewhat limited by the Ministry authorisation in terms of the beginning and operation of the courses. Candidates are selected through their performance during secondary education and through national final examinations. Finance is based on funding from the State budget as well as on students' fees which are the same for all the courses in all the country.

CHART 1 – Associate in Arts (A.A.) and Degrees (D) related with Adult Education

| course | degree | institution | sector | branch | (pre-) specialisation |
|--|--------|--|---------|--------------|-----------------------|
| Cultural Entertainment (Animação Cultural) | AA+D | Escola Superior de Tecnologia, Gestão, Arte e Design das Caldas da Rainha do Instituto Politécnico de Leiria | PÚBLIC | POLYTECHNI C | |
| Cultural Entertainment | AA | Instituto Superior de Ciências Educativas | PRIVATE | POLYTECHNI C | |
| Cultural Entertainment and Community Education | AA+D | Escola Superior de Educação de Santarém do Instituto Politécnico de Santarém | PÚBLIC | POLYTECHNI C | |
| Entertainment and Artistic Production | AA+D | Escola Superior de Educação de Santarém do Instituto Politécnico de Bragança | PÚBLIC | POLYTECHNI C | |
| Educational and Socio-cultural Entertainment | AA+D | Escola Superior de Educação de Portalegre do Instituto Politécnico de Portalegre | PÚBLIC | POLYTECHNI C | |
| Socio-cultural Entertainment | AA+D | Escola Superior Artística do Porto | PRIVATE | POLYTECHNI C | |
| Socio-cultural Entertainment | AA+D | Escola Superior de Educação de Beja do Instituto Politécnico de Beja | PÚBLIC | POLYTECHNI C | |
| Socio-educational Entertainment | AA+D | Escola Superior de Educação de Coimbra do Instituto Politécnico de Coimbra | PÚBLIC | POLYTECHNI C | |
| Socio-cultural | AA | Escola Superior de | PRIVATE | POLYTECHNI | |

| | | | | | |
|--------------------------------------|------|--|---------|-----------------|---|
| entertainers | | Educação Jean Piaget de Almada | | C | |
| Socio-cultural entertainers | AA | Escola Superior de Educação Jean Piaget de Arcozelo | PRIVATE | POLYTECHNI C | |
| Social and Community Intervention | AA | Escola Superior de Desenvolvimento Social e Comunitário do Instituto Superior Politécnico Gaya | PRIVATE | POLYTECHNI C | |
| Education and Community Intervention | AA+D | Escola Superior de Educação de Faro da Universidade do Algarve | PÚBLIC | POLYTECHNI C | |
| Social Education | AA+D | Escola Superior de Educação de Paula Frassinetti | PRIVATE | POLYTECHNI C | |
| Social Education | AA+D | Escola Superior de Educação de Santarém do Instituto Politécnico de Santarém | PÚBLIC | POLYTECHNI C | |
| Social Education | AA+D | Escola Superior de Educação do Porto do Instituto Politécnico do Porto | PÚBLIC | POLYTECHNI C | |
| Social Education | AA+D | Instituto Superior de Ciências Educativas | PRIVATE | POLYTECHNI C | |
| Social Education | D | Universidade Portucalense Infante D. Henrique | PRIVATE | UNIVERSITY | |
| Socio-Professional Educators | AA | Escola Superior de Educação Jean Piaget de Almada | PRIVATE | POLYTECHNI C | |
| Socio-Professional Educators | AA | Escola Superior de Educação Jean Piaget de Arcozelo | PRIVATE | POLYTECHNI C | |
| Education Sciences | D | Faculdade de Psicologia e Ciências da Educação da Universidade de Coimbra | PÚBLIC | UNIVERSITY | - Adult Education ... |
| Education Sciences | D | Faculdade de Psicologia e Ciências da Educação da Universidade de Lisboa | PÚBLIC | UNIVERSITY | - Adult Training - Teacher Training ... |
| Education Sciences | D | Faculdade de Psicologia e Ciências da Educação da Universidade do Porto | PÚBLIC | UNIVERSITY | |
| Education | D | Universidade Lusófona de | PRIVATE | UNIVERSITY | |

| | | | | | |
|-----------------------|---|------------------------------|--------|------------|--|
| Sciences | | Humanidades e Tecnologias | | | |
| Education Sciences | D | Universidade da Madeira | PÚBLIC | UNIVERSITY | |
| Education | D | Universidade do Minho | PÚBLIC | UNIVERSITY | - Human Resources and Training Management - Adult Education and Community Intervention ... |

Meanwhile, due to the alterations in the Act of Educational System, in 1997¹⁰, child minders and teachers from basic and secondary education have acquired professional qualification through higher education courses which grant university degrees. Three-year courses are then considered insufficient, especially in the case of child minders and teachers from basic education who need a longer course in order to achieve a university degree. The teachers in this situation would have the chance to attend Complementary Training, supported by PRODEP (Programme of Educational Development for Portugal) and by the European Union. This training can be followed in two ways: the first one is a Training Complement which grants a university degree in Pre-school Education or in Basic Education. The training may cover several specialisation areas (one of which is precisely Community Entertainment and Adult Education). The second way is to do a Course of Qualification for the Exercise of Other Educational Functions, namely in Socio-Cultural Animation. The current legislation actually reserves for this educational function specialised the training of child minders and teachers from basic and secondary education.

This training will be provided mainly in public and private polytechnic education, which has become an important agent of the initial training of child minders and teachers from basic and secondary education and of the teachers' continuous and specialised training.

There has thus been an increase, over a short period, in the number of teachers with specialised training in the areas of animation and adult education. In some cases, this training has involved teachers who already work in this field but in many others, it will involve child minders and basic education teachers with no

¹⁰ Law n° 115/97, September 19th.

experience in the field who are trying to acquire qualifications to perform new tasks in the educational system. Regardless of their training area, the courses have also attracted teachers aiming at a new academic degree which will bring a better career and salary.

It is worth stressing that, in the case of this Complementary Training, the higher education institutions have important limits in the curricular definition of the courses. In the case of three-year courses and degrees (4 or 5 years), the academic authorities (more so in the case of university than in polytechnic education) have great autonomy in defining the available trainings. However, the higher education institutions providing Complementary Training are submitted to rules on the designation of courses, the timetable and on the training components. Minimum and maximum limits are established for each credit unit related to general training in education sciences, in specialisation training and in training directed at the creation, development and evaluation of a project in the specialisation area. The training institutions are also responsible for the selection of candidates, though the selection criteria are the same within the country. An innovative aspect in Portugal, stated in the legislation, was the possibility to validate skills which have been acquired in non-formal contexts, thus providing a university degree.

CHART 2 – Complementary Training of teachers for the attribution of degrees related to Adult Education and Training

| course | degree | in | institution | sector | branch |
|---------------------------------|---------------------|----|--|---------|-------------|
| Socio-Cultural Entertainment | Degree Education | in | ESCOLA SUPERIOR DE EDUCAÇÃO DO PORTO DO INSTITUTO POLITÉCNICO PORTO | PÚBLIC | POLYTÉCHNIC |
| Socio-Cultural Entertainment | Degree Education | in | ESCOLA SUPERIOR DE EDUCAÇÃO JEAN-PIAGET ARCOZELO DO INSTITUTO PIAGET | PRIVATE | POLYTÉCHNIC |
| Socio-Cultural Entertainment | Degree Education | in | ESCOLA SUPERIOR DE EDUCAÇÃO JEAN-PIAGET ARECOZELO-VISEU DO INSTITUTO PIAGET | PRIVATE | POLYTÉCHNIC |
| Socio-Cultural Entertainment | Degree Education | in | ESCOLA SUPERIOR DE EDUCAÇÃO JEAN-PIAGET DE ALMADA DO INSTITUTO | PRIVATE | POLYTÉCHNIC |

| | | | | |
|--|---------------------------------------|---|---------|-------------|
| | | PIAGET | | |
| Socio-Cultural Entertainment | Degree in Education | ESCOLA SUPERIOR DE EDUCAÇÃO JEAN-PIAGET DO NORDESTE DO INSTITUTO PIAGET | PRIVATE | POLYTÉCHNIC |
| Socio-Cultural Entertainment-Education, Sports and Culture | Degree in Education | ESCOLA SUPERIOR DE EDUCAÇÃO DE VISEU (LAMEGO) DO INSTITUTO POLITÉCNICO VISEU | PÚBLIC | POLYTÉCHNIC |
| Adult Education and Community Entertainment | Degree in Basic Education – 1st cycle | ESCOLA SUPERIOR DE EDUCAÇÃO DE ALMEIDA GARRETT – COFAC (LISBOA) | PRIVATE | POLYTÉCHNIC |
| Adult Education and Community Animation | Degree in Basic Education – 1st cycle | ESCOLA SUPERIOR DE EDUCAÇÃO DE BEJA DO INSTITUTO POLITÉCNICO BEJA | PÚBLIC | POLYTÉCHNIC |
| Adult Education and Community Animation | Degree in Basic Education – 1st cycle | ESCOLA SUPERIOR DE EDUCAÇÃO DE COIMBRA DO INSTITUTO POLITÉCNICO COIMBRA | PÚBLIC | POLYTÉCHNIC |
| Adult Education and Community Animation | Degree in Basic Education – 1st cycle | ESCOLA SUPERIOR DE EDUCAÇÃO DE LEIRIA DO INSTITUTO POLITÉCNICO LEIRIA | PÚBLIC | POLYTÉCHNIC |
| Adult Education and Community Animation | Degree in Basic Education – 1st cycle | ESCOLA SUPERIOR DE EDUCAÇÃO DE PORTALEGRE DO INSTITUTO POLITÉCNICO PORTALEGRE | PÚBLIC | POLYTÉCHNIC |
| Adult Education and Community Animation | Degree in Basic Education – 1st cycle | ESCOLA SUPERIOR DE EDUCAÇÃO DE SANTARÉM DO INSTITUTO POLITÉCNICO SANTARÉM | PÚBLIC | POLYTÉCHNIC |
| Adult Education and Community Animation | Degree in Basic Education – 1st cycle | UNIVERSIDADE DE TRÁS-OS-MONTES E ALTO DOURO | PÚBLIC | UNIVERSITY |
| Adult Education and Community Animation | Degree in Pre-school Education | ESCOLA SUPERIOR DE EDUCAÇÃO DE LISBOA DO INSTITUTO POLITÉCNICO LISBOA | PÚBLIC | POLYTÉCHNIC |
| Adult Education and Community Animation | Degree in Pre-school Education | ESCOLA SUPERIOR DE EDUCADORAS MARIA ULRICH (LISBOA) | PRIVATE | POLYTÉCHNIC |
| Adult Education and Community Animation | Degree in Pre-school Education | UNIVERSIDADE DO MINHO | PÚBLIC | UNIVERSITY |

In Portugal, the degrees of Master's and PhD can only be attained through university education. The pre-requisite to attend Master's courses (which are autonomously organised by academic authorities) is a minimum graduation grade of 14 out of 20 although people without this condition but with a rather relevant curriculum may be accepted exceptionally. The courses are normally financed by the students' fees but scholarships may also be available through PRODEP (Programme of Educational Development for Portugal) and funds from the European Union.

There is no M.A. in Adult Education or Training. Instead, there are Master's courses in Education or Education Sciences which approach that area either in the curricular part or in the final dissertation. In some universities, as shown in chart 3, specialisations in the area of Adult Education or in similar areas have been created in those M.A.'s under different names.

These post-graduation trainings reveal a growing interest within the Portuguese academic world for adult education which is also beginning to be approached in PhD's.

CHART 3 – Master's degrees related to Adult Education

| Master's degree | Institution | Sector | Specialisations in Adult Education |
|--------------------|---|---------|--|
| Education Sciences | UNIVERSITY OF ALGARVE FACULTY OF HUMAN AND SOCIAL SCIENCES | PUBLIC | - Adult Education and Training ... |
| Education Sciences | UNIVERSIDADE CATÓLICA PORTUGUESA – INSTITUTE OF EDUCATION (Lisbon) | PRIVATE | |
| Education Sciences | UNIVERSITY OF COIMBRA FACULTY OF PSYCHOLOGY AND EDUCATION SCIÊNCIAS | PUBLIC | - Adult Education and Community Intervention ... |
| Education Sciences | UNIVERSITY OF AVEIRO | PUBLIC | |
| Education Sciences | UNIVERSITY OF LISBON FACULTY OF PSYCHOLOGY AND EDUCATION SCIÊNCIAS | PUBLIC | - Adult Training - Teacher Training ... |
| Education Sciences | UNIVERSIDADE LUSÓFONA DE HUMANIDADES E TECNOLOGIAS (Lisboa) | PRIVATE | |

| | | | |
|-----------------------|---|--------|---|
| Education Sciences | UNIVERSIDADE NOVA DE LISBOA FACULTY OF HUMAN AND SOCIAL SCIENCES | PUBLIC | |
| Education Sciences | UNIVERSIDADE NOVA DE LISBOA FACULTY OF SCIENCES AND TECHNOLOGY | PUBLIC | |
| Education Sciences | UNIVERSITY OF PORTO FACULTY OF PSYCHOLOGY AND EDUCATION SCIENCES | PUBLIC | - Teaching, Identities and Training -Entertainment and Training Management - Education, Local Development and Social Change - Training, Professions and Identities |
| Education Sciences | UNIVERSIDADE TÉCNICA DE LISBOA – FACULTY OF HUMAN MOTRICITY | PUBLIC | |
| Education | UNIVERSITY OF AZORES | PUBLIC | |
| Education | UNIVERSITY OF BEIRA INTERIOR | PUBLIC | |
| Education | UNIVERSITY OF TRÁS-OS-MONTES E ALTO DOURO | PUBLIC | |
| Education | UNIVERSITY OF ÉVORA | PUBLIC | |
| Education | UNIVERSITY OF LISBON FACULTY OF SCIENCES | PUBLIC | |
| Education | UNIVERSITY OF MADEIRA | PUBLIC | |
| Education | UNIVERSITY OF MINHO INSTITUTE OF EDUCATION AND PSYCHOLOGY | PUBLIC | - Adult Education ... |
| Education and Society | INSTITUTO SUPERIOR CIÊNCIAS DO TRABALHO E DA EMPRESA (INSITUTE OF WORK AND BUSINESS SCIENCES -Lisbon) | PUBLIC | |

Higher education offers other non-graded courses. In this field, educators' training is starting to be a recurrent concern since new communication technologies, namely e-learning, are more often used and virtual communities are created within those training courses. These new educational strategies will tend to play a more relevant role and they are expected to be used more systematically in graded trainings.

Training as a field in adult education under redefinition

The expressions “adult educator” or “adult trainer” are polysemous and, in an ever more diversified field, they point at multiple functions and new professional activities. On the one hand, there are many professionals from various educational backgrounds who do not consider themselves adult educators above anything else, though they do work in the area of adult education, whether it is a full-time or part-time activity, paid or for free, done frequently or not. On the other hand, a professional field is asserting itself around the activities of adult education and training. These professionals take on their role as adult educators and are recognised as such by their peers and in the social contexts where they work.

The increase of graded trainings and professional opportunities in adult education has widely contributed to the social assertion of this professional activity. Indeed, there are various areas of adult education (compensatory, professional training, permanent education and popular education, etc) and a growing amount of functions which may be organised in types according to the classification criteria previously adopted.

In these circumstances, it is not surprising if the graded trainings from the area known generally as adult educators have different characteristics and names which seem to result from the working dimensions valued in the training process of educators, rather than from the prevailing names in inspiring educational systems. As an example, in the case of trainings known as Socio-cultural or Communitarian Entertainment, they stress the need to train people who are capable of promoting the dynamic and communitarian participation from social agents, with no implied contempt for the educational virtues of these processes. In the case of training courses in Education (or Social Education), the pedagogical role of the future professionals is reinforced; therefore, it must be put into practice through the promotion of local activities for development.

It is worth stressing the importance given to the training of educators who value socio-educational initiatives for democracy and development within Portuguese higher graded education in teaching directed at adults. After the country became a democracy, projects and practices of local development for communitarian education have mushroomed. The number of projects considered in the beginning of the 1990s shows their diversity. There were indeed five types of projects, some of which intermingled on the practical level: “institutional peripheral innovations”

which stemmed from the adult education network of the Ministry of Education; projects primarily directed at women, developed by public services and non-governmental organisations; projects coordinated by social service institutions and specialists; projects led by some cultural associations, within the widening of their intervention and articulation with projects of local development; finally, projects led by institutions from higher education (Silva, 1990).

The main featuring axes of those projects are: the active intervention of people, groups and institutions indirectly linked to the State, which does not diminish the duty of the State to support those initiatives; the priority given to local development seen as an endogenous, global and integrated process; the definition of participated identification of opportunities and obstacles, potentialities and problems as the starting point for drawing up projects and the exploration of all available resources, especially the endogenous ones; finally, their main role as educational initiatives due to their acknowledgment of the pedagogical virtues of a wide participation in social development practices (Silva and Rothes, 1998).

Portuguese higher education has revealed a strong interest in those socio-educational interventions, even when it is not directly involved in them. Since the increase of graded trainings in adult education the 1990s, these initiatives have naturally been influenced by those experiences and their main programme references already consolidated within the international movement of adult education.

Meanwhile, a redefinition of the field of adult education has recently asserted itself. Though its outlines are not completely established, they seem to come closer to the alterations found in other European countries, synthesised by Conter and Maroy (1999) in the new conception of qualified training as social liberal (distinct from social democrat and liberal conceptions).

Above all, the new political orientations for the sector seem to reinforce the central importance of training for employment policies due to their role in fighting unemployment, in stimulating economic competition and in giving workers the responsibility for being employable. They tend to establish new means to regulate the institutions in charge of training. This is done through the development of a common space for regulating institutions which previously developed activities with several purposes, according to the following three guidelines: second opportunity for education, permanent education and popular education, professional training. The other way of establishing those regulation means is to base them on the

territory and on contracts in order to reach the objectives set by political authorities for the training process. With the financial support from the E.U., the institutions belonging to those three types of functions “are gradually more integrated in a common space where financing, operation rules, work division, in brief, the regulation modalities are more and more built and formalised within a unique institutional and legal framework” (Conter and Maroy, 1999: 23).

Hence, in this more unified training field, there is collaboration between different operators, whether public or private, with or without interest in profits, influenced by distinct traditions and logics of intervention. New boundaries are set not so much according to various orientations of the programme but by the responsibilities each entity is entitled to, within the attempt to avoid social exclusion and to guarantee that the workers are employable.

In this more unified area, the need for new professionals in adult education and training is undeniable, which creates employment opportunities for recent graduates trained in the fields of social and human sciences and namely in education and psychology. Furthermore, the importance of continuous formation for trainers and other training specialists is also clear, as a means to satisfy the demands implied in new training experiences and in new financing programmes. That training is often provided by the regulating public entities (e.g. ANEFA/ DGFV - Directorate of Vocational Training) and by university institutions. However, the qualifying involvement of pedagogical teams in those training processes gives them more a more active role in their own training, regardless of the type of training: a logic of training starting from the reflection on the developed practices or the organisation of short duration courses by one or two entities promoting adult education.

Due to their growing interest in training their own educators, those entities may have advantages from taking on the role of partially training public administration organisms which regulate adult education and training. Anyway, we will have to strive for the enrichment of the field through the promotion of that role and this will only be possible if we stimulate practices and involve entities with different mandates for education and concerned with social and pedagogical intervention. In this emerging common space of adult education and training, impoverishing homogeneity must be avoided. There is always, within certain limits, a redirection of financing programmes by the local institutions, groups and interests. We will thus have to privilege what can be termed as redirection through assimilation, which means the training operator acts according to his/her work experiences, over redirection through accommodation, in which the operator adapts

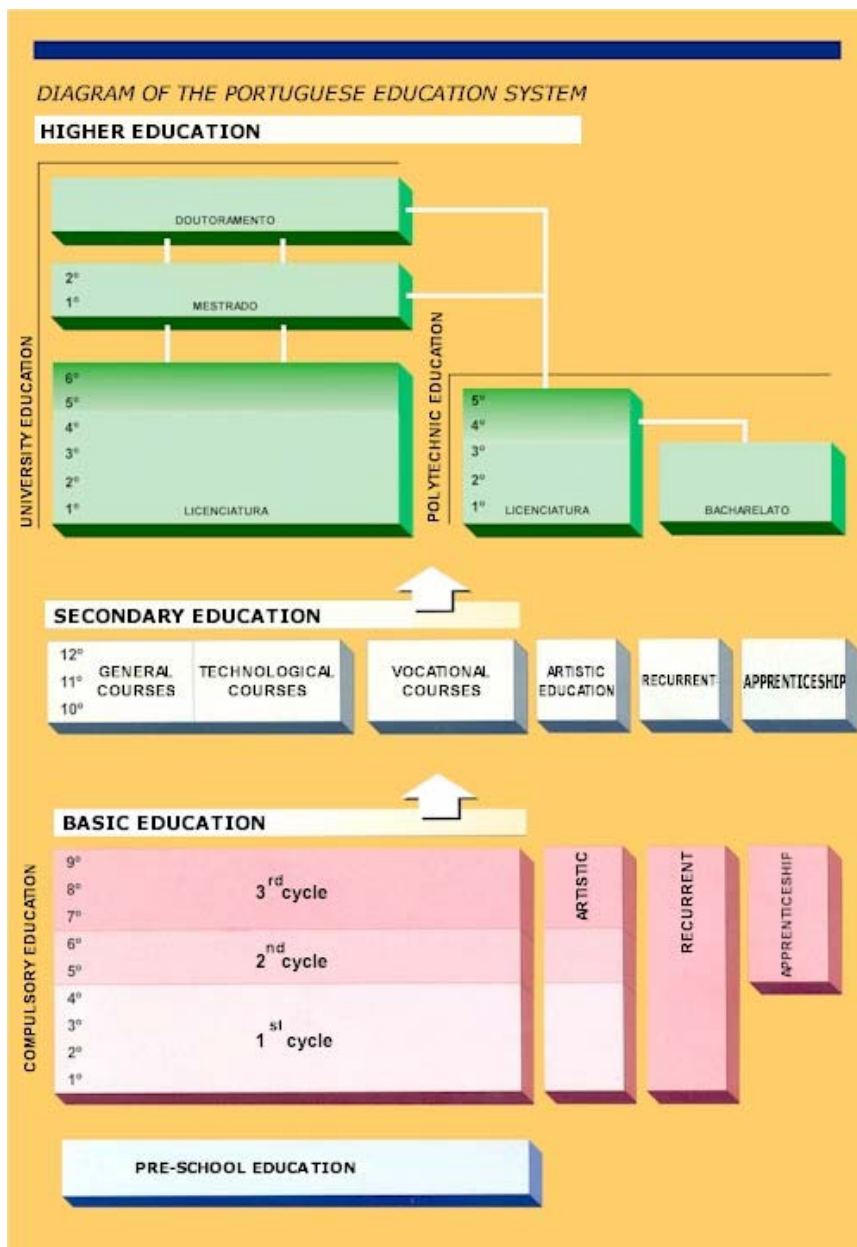
himself/herself to the aims of the training programme he/she applied to, even if this entails significant changes in his/her intervention path. Social contexts with more educational opportunities will be stimulated and possibilities of training educators in their working environments will be developed, which will improve skills and call for their recognition and validation. Adult education and training for educators will only profit from this situation if the local educational space is made of a diversified combination of structures, contexts, agents and practices.

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ANNEX 1



In www.desup.min-edu.pt/imagens/organograma_en.jpg (19.03.2003)

Doutoramento – PhD

Mestrado – Master's degree

Licenciatura – Bachelor's Degree

Bacharelato – three-year degree or Associate in Arts (2 years; U.S. system)